



July 2007

**DEPARTMENT OF EDUCATION**  
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 8

Test Date: March 2007 (Reports Revised October 2007)  
ID: 11831442  
District: Winslow Schools  
School: Winslow Junior High School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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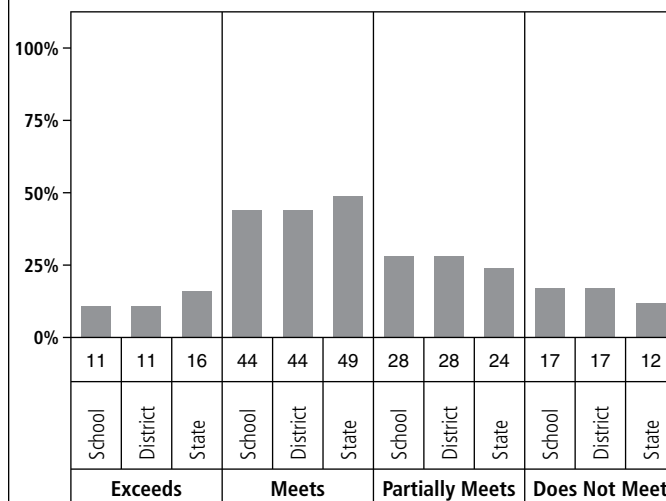
# SUMMARY OF SCORES

Date: March 2007  
Grade: 8  
District: Winslow Schools  
School: Winslow Junior High School

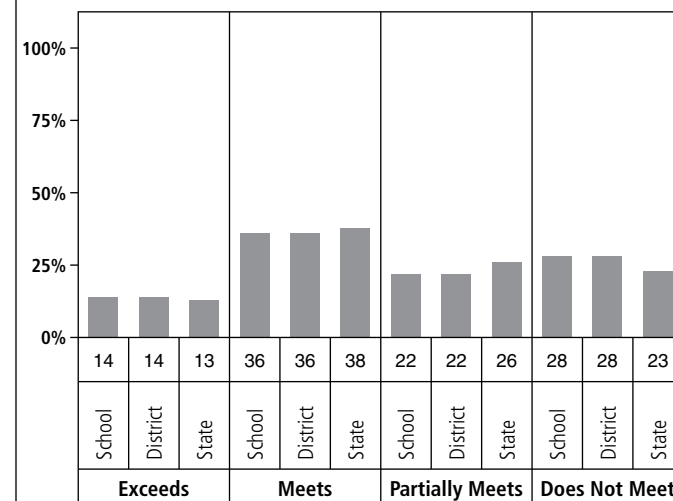
## Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
<b>ELA – Reading</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	841 <b>843</b> 842	841 <b>843</b> 842	845 <b>847</b> 846
<b>Mathematics</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	834 <b>841</b> 838	833 <b>841</b> 837	840 <b>842</b> 841
<b>Science &amp; Technology</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	845 <b>846</b> 846	845 <b>846</b> 846	846 <b>847</b> 846
<b>ELA – Writing</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	833 <b>833</b> 833	833 <b>833</b> 833	836 <b>836</b> 836

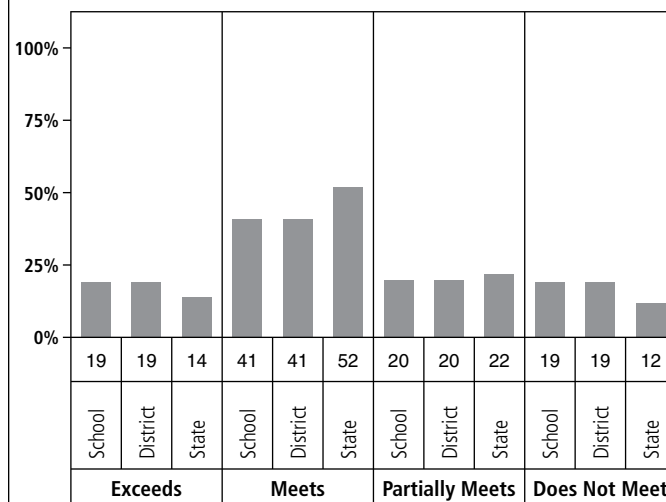
### ELA – READING



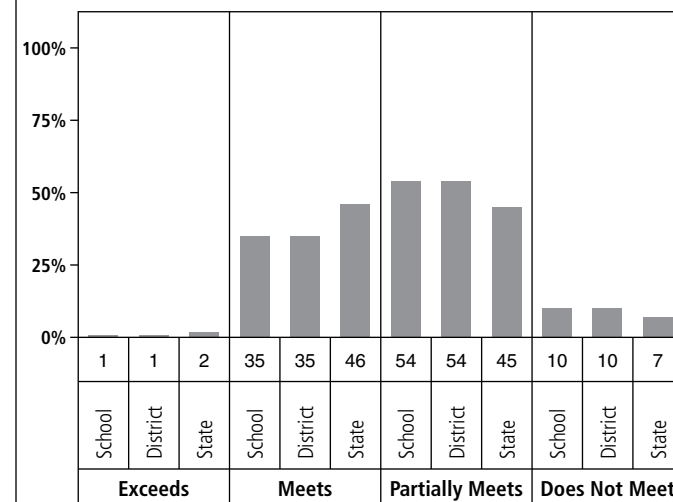
### MATHEMATICS



### SCIENCE AND TECHNOLOGY



### ELA – WRITING



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Date: March 2007  
 Grade: 8  
 District: Winslow Schools  
 School: Winslow Junior High School

CATEGORY OF PARTICIPATION		Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
								ELA–Reading						Mathematics						Science and Technology						ELA–Writing					
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		105	100	105	100	15800	100	104	99	104	99	15584	99	104	99	104	99	15578	99	104	99	104	99	15540	99	102	97	102	97	15463	98
Ethnicity	African American	0	0	0	0	339	2	0	0	0	0	330	98	0	0	0	0	331	99	0	0	0	0	326	97	0	0	0	0	318	95
	American Indian/Native Alaskan	0	0	0	0	108	1	0	0	0	0	104	98	0	0	0	0	104	98	0	0	0	0	102	96	0	0	0	0	103	97
	Asian/Pacific Islander	1	1	1	1	194	1	1	100	1	100	189	98	1	100	1	100	189	98	1	100	1	100	188	98	1	100	1	100	188	98
	Hispanic	0	0	0	0	160	1	0	0	0	0	152	96	0	0	0	0	152	96	0	0	0	0	149	94	0	0	0	0	148	94
	White	104	99	104	99	14997	95	103	99	103	99	14807	99	103	99	103	99	14800	99	103	99	103	99	14773	99	101	97	101	97	14704	98
	Not Reported	0	0	0	0	2	0	0	0	0	0	2	100	0	0	0	0	2	100	0	0	0	0	2	100	0	0	0	0	2	100
Identified disability		14	13	14	13	2649	17	13	93	13	93	2560	97	13	93	13	93	2557	97	13	93	13	93	2539	97	11	79	11	79	2504	95
Current LEP		1	1	1	1	280	2	1	100	1	100	274	99	1	100	1	100	275	99	1	100	1	100	267	96	1	100	1	100	263	95
Economically disadvantaged		27	26	27	26	5600	35	26	96	26	96	5479	98	26	96	26	96	5476	98	26	96	26	96	5452	98	25	93	25	93	5411	97
Migrant		0	0	0	0	8	0	0	0	0	0	7	88	0	0	0	0	7	88	0	0	0	0	7	88	0	0	0	0	7	88

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology						ELA-Writing					
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	94	90	94	90	13056	83	94	90	94	90	13057	83	94	90	94	90	13065	83	93	89	93	89	13033	82
Identified disability (PET/IEP)	3	3	3	3	474	4	3	3	3	3	477	4	3	3	3	3	488	4	2	2	2	2	492	4
LEP	1	1	1	1	148	1	1	1	1	1	150	1	1	1	1	1	146	1	1	1	1	1	148	1
504 plan	1	1	1	1	186	1	1	1	1	1	185	1	1	1	1	1	185	1	1	1	1	1	184	1
Participation with accommodations	10	10	10	10	2283	14	10	10	10	10	2281	14	10	10	10	10	2248	14	9	9	9	9	2198	14
Identified disability (PET/IEP)	10	100	10	100	1855	81	10	100	10	100	1848	81	10	100	10	100	1831	81	9	100	9	100	1790	81
LEP	0	0	0	0	112	5	0	0	0	0	117	5	0	0	0	0	113	5	0	0	0	0	107	5
504 plan	0	0	0	0	60	3	0	0	0	0	61	3	0	0	0	0	60	3	0	0	0	0	61	3
Other	0	0	0	0	284	12	0	0	0	0	284	12	0	0	0	0	272	12	0	0	0	0	268	12
Participation through alternate assessment (PAAP)	0	0	0	0	239	2	0	0	0	0	240	2	0	0	0	0	227	1	0	0	0	0	232	1
Identified disability (PET/IEP)	0	0	0	0	230	96	0	0	0	0	232	97	0	0	0	0	220	97	0	0	0	0	222	96
LEP	0	0	0	0	8	3	0	0	0	0	8	3	0	0	0	0	8	4	0	0	0	0	8	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	6	0																		
Approved non-participation – special consideration	0	0	0	0	41	0	0	0	0	0	45	0	0	0	0	0	45	0	0	0	0	0	45	0
Non-participation – other	1	1	1	1	175	1	1	1	1	1	177	1	1	1	1	1	215	1	3	3	3	3	292	2

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Date: March 2007  
Grade: 8  
District: Winslow Schools  
School: Winslow Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	12	12	12	13	2695	17
	<b>2006-2007</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>2407</b>	<b>16</b>
	Cum. Avg.	12	12	12	12	2551	16
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	37	38	35	37	6830	42
	<b>2006-2007</b>	<b>46</b>	<b>44</b>	<b>46</b>	<b>44</b>	<b>7494</b>	<b>49</b>
	Cum. Avg.	42	41	41	41	7162	45
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	27	28	26	28	3741	23
	<b>2006-2007</b>	<b>29</b>	<b>28</b>	<b>29</b>	<b>28</b>	<b>3628</b>	<b>24</b>
	Cum. Avg.	28	27	28	28	3685	23
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	22	22	21	22	3003	18
	<b>2006-2007</b>	<b>18</b>	<b>17</b>	<b>18</b>	<b>17</b>	<b>1810</b>	<b>12</b>
	Cum. Avg.	20	20	20	20	2407	15

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	33.7	60.2	33.7	60.2	36.5	65.2
Literary Text	28	50	16.8	60.0	16.8	60.0	18.0	64.3
Informational Text	28	50	16.9	60.4	16.9	60.4	18.5	66.1

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 8  
 District: Winslow Schools  
 School: Winslow Junior High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	104	11	11	46	44	29	28	18	17	843	104	11	44	28	17	843	15339	16	49	24	12	847
<b>Ethnicity</b>																						
African American	0										0						313	6	42	27	26	840
American Indian/Native Alaskan	0										0						103	7	35	38	20	839
Asian/Pacific Islander	1										1						187	17	47	24	13	848
Hispanic	0										0						148	9	45	28	18	843
White	103	10	10	46	45	29	28	18	17	842	103	10	45	28	17	842	14586	16	49	23	11	847
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	13	0	0	2	15	3	23	8	62	818	13	0	15	23	62	818	2329	1	18	37	44	830
No	91	11	12	44	48	26	29	10	11	846	91	12	48	29	11	846	13010	18	54	21	6	850
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						5	0	0	40	60	820
Current LEP beyond first year	1										1						255	2	30	31	36	834
<b>Economically disadvantaged</b>																						
Yes	26	0	0	8	31	6	23	12	46	829	26	0	31	23	46	829	5325	7	41	31	21	841
No	78	11	14	38	49	23	29	6	8	847	78	14	49	29	8	847	10014	20	53	20	7	851
<b>Migrant</b>																						
Yes	0										0						7	0	14	57	29	836
No	104	11	11	46	44	29	28	18	17	843	104	11	44	28	17	843	15332	16	49	24	12	847
<b>Gender</b>																						
Female	55	8	15	28	51	15	27	4	7	848	55	15	51	27	7	848	7516	21	50	20	8	850
Male	49	3	6	18	37	14	29	14	29	837	49	6	37	29	29	837	7821	10	47	27	16	844
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	0										0						803	5	36	38	20	840
No	104	11	11	46	44	29	28	18	17	843	104	11	44	28	17	843	14536	16	50	23	11	848
<b>Gifted/talented program</b>																						
Yes	15	7	47	8	53	0	0	0	0	862	15	47	53	0	0	862	555	58	39	3	0	864
No	89	4	4	38	43	29	33	18	20	839	89	4	43	33	20	839	14784	14	49	24	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
Grade: 8  
District: Winslow Schools  
School: Winslow Junior High School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	3	43	2	29	2	29	831	7	0	43	29	29	831	8	6	35	30	29	838
B. less than one hour	31	1	3	10	31	12	38	9	28	834	31	3	31	38	28	834	48	13	50	25	12	847
C. one to two hours	40	5	12	21	50	10	24	6	14	846	40	12	50	24	14	846	39	20	51	21	7	850
D. more than two hours	22	5	22	12	52	5	22	1	4	852	22	22	52	22	4	852	5	23	45	19	14	849
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	33	7	21	12	35	6	18	9	26	844	33	21	35	18	26	844	34	22	52	19	8	851
B. They match some of what I have learned.	47	3	6	29	59	15	31	2	4	846	47	6	59	31	4	846	52	14	51	25	10	847
C. They match just a little of what I have learned.	12	0	0	2	17	6	50	4	33	830	12	0	17	50	33	830	11	8	38	32	22	841
D. There is no match.	9	1	11	3	33	2	22	3	33	836	9	11	33	22	33	836	3	5	31	29	36	835
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	21	8	36	9	41	3	14	2	9	856	21	36	41	14	9	856	29	32	52	11	5	855
B. good	55	2	4	33	58	15	26	7	12	843	55	4	58	26	12	843	49	12	54	24	10	847
C. fair	19	1	5	4	20	8	40	7	35	831	19	5	20	40	35	831	19	3	36	39	22	838
D. poor	5	0	0	0	0	3	60	2	40	822	5	0	0	60	40	822	3	2	25	35	37	833
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	12	2	17	0	0	6	50	4	33	830	12	17	0	50	33	830	14	10	40	27	23	841
B. about the same as my regular schoolwork	63	5	8	37	56	13	20	11	17	844	63	8	56	20	17	844	63	16	50	24	10	848
C. easier than my regular schoolwork	25	4	15	9	35	10	38	3	12	845	25	15	35	38	12	845	23	20	52	19	9	850
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	4	0	0	0	0	2	50	2	50	823	4	0	0	50	50	823	7	3	28	34	36	834
B. Most of the passages were about the same as what I normally read.	56	2	4	24	42	20	35	11	19	840	56	4	42	35	19	840	51	11	48	28	12	845
C. Most of the passages were easier than what I normally read.	40	9	22	21	51	7	17	4	10	849	40	22	51	17	10	849	41	24	55	15	6	852
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	27	3	11	12	43	11	39	2	7	843	27	11	43	39	7	843	41	16	48	24	11	847
B. I tried about the same as I do on my regular schoolwork.	64	8	12	33	51	15	23	9	14	846	64	12	51	23	14	846	52	17	51	22	10	848
C. I did not try as hard on this test as I do on my regular schoolwork.	9	0	0	1	11	3	33	5	56	823	9	0	11	33	56	823	6	7	39	30	24	840
How much time do you spend reading at home each day?																						
A. more than one hour	23	3	13	13	54	6	25	2	8	847	23	13	54	25	8	847	18	21	52	19	8	851
B. 20 minutes to an hour	41	7	16	21	49	10	23	5	12	847	41	16	49	23	12	847	41	20	51	20	9	850
C. less than 20 minutes	13	0	0	6	43	3	21	5	36	834	13	0	43	21	36	834	14	14	48	26	13	846
D. I rarely read at home.	22	1	4	6	26	10	43	6	26	834	22	4	26	43	26	834	27	6	45	31	18	842
How do you feel about the following statement? "My knowledge of reading will be useful to me as an adult."																						
A. strongly agree	43	10	22	24	53	10	22	1	2	852	43	22	53	22	2	852	44	22	52	18	8	851
B. agree	49	0	0	20	39	17	33	14	27	836	49	0	39	33	27	836	48	12	48	27	13	845
C. disagree	5	1	20	1	20	2	40	1	20	838	5	20	20	40	20	838	5	4	42	31	23	840
D. strongly disagree	3	0	0	1	33	0	0	2	67	817	3	0	33	0	67	817	2	3	33	34	30	836
Optional school/district question																						
A.	20	0	0	0	0	0	0	1	100	800	20	0	0	0	100	800						
B.	40	0	0	0	0	0	0	2	100	805	40	0	0	0	100	805						
C.	20	0	0	0	0	0	0	1	100	800	20	0	0	0	100	800						
D.	20	1	100	0	0	0	0	0	0	874	20	100	0	0	0	874						

# MATHEMATICS RESULTS

Date: March 2007  
Grade: 8  
District: Winslow Schools  
School: Winslow Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	7	7	7	7	1714	11
	<b>2006-2007</b>	<b>15</b>	<b>14</b>	<b>15</b>	<b>14</b>	<b>1952</b>	<b>13</b>
	Cum. Avg.	11	11	11	11	1833	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	26	27	24	26	5533	34
	<b>2006-2007</b>	<b>37</b>	<b>36</b>	<b>37</b>	<b>36</b>	<b>5870</b>	<b>38</b>
	Cum. Avg.	32	31	31	31	5702	36
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	26	27	25	27	4764	29
	<b>2006-2007</b>	<b>23</b>	<b>22</b>	<b>23</b>	<b>22</b>	<b>3982</b>	<b>26</b>
	Cum. Avg.	25	25	24	24	4373	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	39	40	38	40	4251	26
	<b>2006-2007</b>	<b>29</b>	<b>28</b>	<b>29</b>	<b>28</b>	<b>3534</b>	<b>23</b>
	Cum. Avg.	34	33	34	34	3893	25

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.5	53.1	8.5	53.1	8.8	55.0
Cluster 2: Shape and Size	14	25	7.7	55.0	7.7	55.0	7.3	52.1
Cluster 3: Mathematical Decision Making	8	14	3.8	47.5	3.8	47.5	4.2	52.5
Cluster 4: Patterns	18	32	9.8	54.4	9.8	54.4	10.1	56.1

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 8  
 District: Winslow Schools  
 School: Winslow Junior High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	104	15	14	37	36	23	22	29	28	841	104	14	36	22	28	841	15338	13	38	26	23	842
<b>Ethnicity</b>																						
African American	0										0						317	4	25	27	43	832
American Indian/Native Alaskan	0										0						102	4	25	33	38	833
Asian/Pacific Islander	1										1						187	14	47	22	17	846
Hispanic	0										0						149	6	34	32	28	838
White	103	14	14	37	36	23	22	29	28	841	103	14	36	22	28	841	14581	13	39	26	23	842
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	13	0	0	2	15	1	8	10	77	823	13	0	15	8	77	823	2325	1	15	23	61	825
No	91	15	16	35	38	22	24	19	21	844	91	16	38	24	21	844	13013	15	42	26	16	845
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						11	0	27	18	55	825
Current LEP beyond first year	1										1						256	4	22	29	45	831
<b>Economically disadvantaged</b>																						
Yes	26	0	0	7	27	5	19	14	54	830	26	0	27	19	54	830	5322	5	29	29	36	834
No	78	15	19	30	38	18	23	15	19	845	78	19	38	23	19	845	10016	17	43	24	16	846
<b>Migrant</b>																						
Yes	0										0						7	14	0	29	57	832
No	104	15	14	37	36	23	22	29	28	841	104	14	36	22	28	841	15331	13	38	26	23	842
<b>Gender</b>																						
Female	55	8	15	20	36	13	24	14	25	842	55	15	36	24	25	842	7512	12	39	27	22	842
Male	49	7	14	17	35	10	20	15	31	840	49	14	35	20	31	840	7824	14	38	25	24	842
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	0										0						805	2	22	35	41	832
No	104	15	14	37	36	23	22	29	28	841	104	14	36	22	28	841	14533	13	39	25	22	842
<b>Gifted/talented program</b>																						
Yes	15	10	67	5	33	0	0	0	0	865	15	67	33	0	0	865	555	63	35	2	0	866
No	89	5	6	32	36	23	26	29	33	837	89	6	36	26	33	837	14783	11	38	27	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 8  
 District: Winslow Schools  
 School: Winslow Junior High School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	7 31 40 22	0 1 7 7	0 3 17 30	3 8 16 10	43 25 38 43	2 10 8 3	29 31 19 13	2 13 11 3	29 41 26 13	836 832 844 850	7 31 40 22	0 3 17 30	43 25 38 43	29 31 19 13	29 41 26 13	836 832 844 850	8 48 39 5	7 11 15 18	27 39 40 36	23 27 26 23	44 23 19 23	832 841 844 843
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b> A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	30 55 10 5	9 5 0 1	29 9 0 20	10 23 4 0	32 40 40 0	6 13 2 1	19 23 20 20	6 16 4 3	19 28 40 60	848 839 838 828	30 55 10 5	29 9 0 20	32 40 40 0	19 23 20 20	19 28 40 60	848 839 838 828	34 48 14 3	22 9 6 5	43 40 27 14	20 29 30 22	15 22 37 59	848 841 835 827
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b> A. very good B. good C. fair D. poor	37 45 17 2	12 3 0 0	32 7 0 0	15 16 5 1	39 35 29 50	6 11 5 0	16 24 29 0	5 16 7 1	13 35 41 50	852 836 833 829	37 45 17 2	32 7 0 0	39 35 29 50	16 24 29 0	13 35 41 50	852 836 833 829	24 46 24 6	34 9 2 1	43 45 27 13	13 27 36 33	10 19 35 52	853 842 833 827
<b>How difficult was the mathematics part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	26 53 21	1 5 9	4 9 43	7 24 6	26 44 29	8 12 2	30 22 10	11 13 4	41 24 19	835 841 852	26 53 21	4 9 43	26 44 29	30 22 10	41 24 19	835 841 852	31 53 16	3 11 38	31 43 38	32 27 12	34 19 12	835 843 854
<b>How hard did you try on the mathematics part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	34 61 5	5 9 1	15 15 20	11 25 1	32 41 20	9 11 1	26 18 20	9 16 2	26 26 40	840 843 845	34 61 5	15 15 20	32 41 20	26 18 20	26 26 40	840 843 845	42 51 6	10 15 13	38 40 27	28 25 24	23 20 36	841 844 837
<b>How often do you use laptops in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never	24 41 22 14	0 9 2 3	0 21 9 21	6 18 10 3	25 43 45 21	8 8 3 3	33 19 14 21	10 7 7 5	42 17 32 36	834 846 840 838	24 41 22 14	0 21 9 21	25 43 45 21	33 19 14 21	42 17 32 36	834 846 840 838	6 13 39 41	10 9 13 14	33 36 40 38	25 28 27 24	32 27 19 23	838 839 843 842
<b>Which statement best describes the use of calculators in mathematics class?</b> A. Calculators are used daily. B. Calculators are used once or twice a week. C. Calculators are used once or twice a month. D. Calculators are rarely or never used.	15 59 21 5	5 6 4 0	33 10 18 0	4 19 12 2	27 31 55 40	2 18 1 1	13 30 5 20	4 18 5 2	27 30 23 40	847 840 844 831	15 59 21 5	33 10 18 0	27 31 55 40	13 30 5 20	30 30 23 40	847 840 844 831	38 37 13 13	15 12 11 9	41 38 36 33	24 27 27 27	19 23 26 31	844 842 840 838
<b>How do you feel about the following statement?</b> <i>“My knowledge of mathematics will be useful to me as an adult.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	60 33 4 3	13 2 0 0	21 6 0 0	25 11 1 0	40 32 25 0	12 7 2 1	19 21 50 33	12 14 1 2	19 41 25 67	846 835 833 814	60 33 4 3	21 6 0 0	40 32 25 0	19 21 50 33	19 41 25 67	846 835 833 814	56 37 5 2	16 9 6 3	42 36 28 17	24 29 26 29	18 26 40 51	845 840 834 828
<b>Optional school/district question</b> A. B. C. D.	20 40 20 20	0 0 0 1	0 0 0 100	1 0 0 0	100 0 0 0	0 1 0 0	0 50 0 0	0 1 1 0	0 50 100 0	858 830 800 876	20 40 20 20	0 0 0 100	100 0 0 0	0 50 0 0	0 50 100 0	858 830 800 876						

E = Exceeds the Standards    M = Meets the Standards    P = Partially Meets the Standards    D = Does Not Meet the Standards  
 N = Number

# SCIENCE AND TECHNOLOGY RESULTS

Date: March 2007  
Grade: 8  
District: Winslow Schools  
School: Winslow Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
The quality of a student’s work at each achievement level reflects progress in attaining Maine’s Grade Span Expectations in science and technology.							
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	17	18	17	18	1879	12
	<b>2006-2007</b>	<b>20</b>	<b>19</b>	<b>20</b>	<b>19</b>	<b>2192</b>	<b>14</b>
	Cum. Avg.	19	19	19	19	2036	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	42	43	39	42	8604	53
	<b>2006-2007</b>	<b>43</b>	<b>41</b>	<b>43</b>	<b>41</b>	<b>7916</b>	<b>52</b>
	Cum. Avg.	43	42	41	41	8260	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	22	23	21	23	3618	22
	<b>2006-2007</b>	<b>21</b>	<b>20</b>	<b>21</b>	<b>20</b>	<b>3340</b>	<b>22</b>
	Cum. Avg.	22	22	21	21	3479	22
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	16	16	16	17	2174	13
	<b>2006-2007</b>	<b>20</b>	<b>19</b>	<b>20</b>	<b>19</b>	<b>1865</b>	<b>12</b>
	Cum. Avg.	18	18	18	18	2020	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	8.5	60.7	8.5	60.7	8.8	62.9
Cluster 2: Physical Sciences	14	25	8.4	60.0	8.4	60.0	8.4	60.0
Cluster 3: Earth and Space Sciences	14	25	6.5	46.4	6.5	46.4	7.0	50.0
Cluster 4: Nature and Implications of Science	14	25	7.9	56.4	7.9	56.4	8.0	57.1

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 8  
 District: Winslow Schools  
 School: Winslow Junior High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	104	20	19	43	41	21	20	20	19	846	104	19	41	20	19	846	15313	14	52	22	12	847
<b>Ethnicity</b>																						
African American	0										0						314	5	39	26	30	839
American Indian/Native Alaskan	0										0						101	4	40	36	21	841
Asian/Pacific Islander	1										1						186	14	52	19	15	847
Hispanic	0										0						146	8	49	23	21	843
White	103	19	18	43	42	21	20	20	19	846	103	18	42	20	19	846	14564	15	52	22	12	848
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	13	0	0	3	23	1	8	9	69	828	13	0	23	8	69	828	2319	2	28	31	38	835
No	91	20	22	40	44	20	22	11	12	848	91	22	44	22	12	848	12994	16	56	20	8	850
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						7	0	29	14	57	820
Current LEP beyond first year	1										1						252	3	31	27	39	835
<b>Economically disadvantaged</b>																						
Yes	26	0	0	9	35	6	23	11	42	834	26	0	35	23	42	834	5307	6	44	29	21	842
No	78	20	26	34	44	15	19	9	12	850	78	26	44	19	12	850	10006	19	56	18	7	850
<b>Migrant</b>																						
Yes	0										0						7	0	43	14	43	837
No	104	20	19	43	41	21	20	20	19	846	104	19	41	20	19	846	15306	14	52	22	12	847
<b>Gender</b>																						
Female	55	9	16	27	49	11	20	8	15	847	55	16	49	20	15	847	7502	13	51	24	11	847
Male	49	11	22	16	33	10	20	12	24	845	49	22	33	20	24	845	7809	15	52	20	13	848
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	0										0						800	5	38	35	22	841
No	104	20	19	43	41	21	20	20	19	846	104	19	41	20	19	846	14513	15	52	21	12	848
<b>Gifted/talented program</b>																						
Yes	15	10	67	5	33	0	0	0	0	864	15	67	33	0	0	864	553	61	37	1	0	865
No	89	10	11	38	43	21	24	20	22	843	89	11	43	24	22	843	14760	13	52	23	13	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 8  
 District: Winslow Schools  
 School: Winslow Junior High School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	7	1	14	3	43	1	14	2	29	839	7	14	43	14	29	839	8	7	40	25	28	840
B. less than one hour	31	4	13	9	28	9	28	10	31	840	31	13	28	28	31	840	48	13	52	23	12	847
C. one to two hours	40	8	19	20	48	8	19	6	14	848	40	19	48	19	14	848	39	18	54	20	8	850
D. more than two hours	22	7	30	11	48	3	13	2	9	852	22	30	48	13	9	852	5	18	51	19	13	848
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	25	6	23	13	50	5	19	2	8	850	25	23	50	19	8	850	27	16	54	20	10	849
B. They match some of what I have learned.	53	8	15	24	44	13	24	10	18	845	53	15	44	24	18	845	49	15	52	22	12	848
C. They match just a little of what I have learned.	17	5	29	5	29	2	12	5	29	846	17	29	29	12	29	846	19	13	51	23	13	847
D. There is no match.	5	0	0	1	20	1	20	3	60	832	5	0	20	20	60	832	4	7	43	26	25	841
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	21	7	32	10	45	4	18	1	5	854	21	32	45	18	5	854	21	28	53	13	7	853
B. good	54	12	21	23	41	12	21	9	16	847	54	21	41	21	16	847	54	14	55	21	10	848
C. fair	21	1	5	10	45	5	23	6	27	839	21	5	45	23	27	839	21	5	46	31	18	842
D. poor	4	0	0	0	0	0	0	4	100	822	4	0	0	0	100	822	3	2	36	32	31	837
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	31	4	13	11	34	8	25	9	28	842	31	13	34	25	28	842	33	14	51	23	13	847
B. about the same as my regular schoolwork	59	12	20	28	46	13	21	8	13	848	59	20	46	21	13	848	57	14	53	22	11	848
C. easier than my regular schoolwork	10	4	40	4	40	0	0	2	20	851	10	40	40	0	20	851	10	19	52	17	13	849
<b>How hard did you try on the science part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	34	6	17	14	40	9	26	6	17	846	34	17	40	26	17	846	41	14	53	21	11	848
B. I tried about the same as I do on my regular schoolwork.	61	13	21	28	45	12	19	9	15	848	61	21	45	19	15	848	53	15	52	22	11	848
C. I did not try as hard on this test as I do on my regular schoolwork.	5	1	20	1	20	0	0	3	60	834	5	20	20	0	60	834	5	8	41	26	25	841
<b>Which statement describes how often and how long your science class meets?</b>																						
A. We meet every day for 45 minutes to an hour.	86	16	18	38	43	21	24	14	16	846	86	18	43	24	16	846	68	16	54	21	10	849
B. We meet on alternate days for 80 to 90 minutes.	2	0	0	0	0	0	0	2	100	821	2	0	0	0	100	821	16	13	49	23	14	846
C. We meet every day for 45 minutes, plus a longer lab period each week.	10	4	40	4	40	0	0	2	20	854	10	40	40	0	20	854	6	13	46	25	16	845
D. We have a flexible schedule depending on the activities.	3	0	0	1	33	0	0	2	67	836	3	0	33	0	67	836	10	9	46	25	20	843
<b>Which courses do you plan to take before you graduate from high school?</b>																						
A. earth and space science and/or biology	21	3	14	9	43	6	29	3	14	842	21	14	43	29	14	842	26	8	54	24	13	845
B. the course(s) described in A, plus chemistry	23	5	22	13	57	1	4	4	17	850	23	22	57	4	17	850	23	16	54	19	12	848
C. the course(s) described in B, plus physics	23	9	39	9	39	2	9	3	13	855	23	39	39	9	13	855	22	30	48	14	8	853
D. a life science and physical science class	34	3	9	11	32	12	35	8	24	841	34	9	32	35	24	841	28	7	51	28	13	845
<b>How do you feel about the following statement?</b> <i>“My knowledge of science and technology will be useful to me as an adult.”</i>																						
A. strongly agree	32	9	27	14	42	6	18	4	12	850	32	27	42	18	12	850	29	19	53	17	10	850
B. agree	57	9	16	23	40	14	24	12	21	845	57	16	40	24	21	845	54	14	52	22	11	848
C. disagree	10	2	20	5	50	1	10	2	20	845	10	20	50	10	20	845	13	7	49	28	16	844
D. strongly disagree	1	0	0	0	0	0	0	1	100	820	1	0	0	0	100	820	3	4	46	27	24	841
<b>Optional school/district question</b>																						
A.	20	0	0	0	0	0	0	1	100	800	20	0	0	0	100	800						
B.	40	0	0	0	0	0	0	2	100	824	40	0	0	0	100	824						
C.	20	0	0	0	0	0	0	1	100	826	20	0	0	0	100	826						
D.	20	1	100	0	0	0	0	0	0	880	20	100	0	0	0	880						

E = Exceeds the Standards    M = Meets the Standards    P = Partially Meets the Standards    D = Does Not Meet the Standards  
 N = Number

# ELA–WRITING RESULTS

Date: March 2007  
Grade: 8  
District: Winslow Schools  
School: Winslow Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 861–880)	2005-2006 <b>2006-2007</b> Cum. Avg.	1 1	1 1	1 1	1 1	285 285	2 2
<b>Meets the Standards</b> – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 841–860)	2005-2006 <b>2006-2007</b> Cum. Avg.	36 36	35 35	36 36	35 35	6948 6948	46 46
<b>Partially Meets the Standards</b> – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 817–840)	2005-2006 <b>2006-2007</b> Cum. Avg.	55 55	54 54	55 55	54 54	6873 6873	45 45
<b>Does Not Meet the Standards</b> – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 800–816)	2005-2006 <b>2006-2007</b> Cum. Avg.	10 10	10 10	10 10	10 10	1125 1125	7 7

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	9.7	48.5	9.7	48.5	10.4	52.0
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	4.9	40.8	4.9	40.8	5.3	44.2
Standard English Conventions (Standard F)	8	40	4.8	60.0	4.8	60.0	5.2	65.0

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write narrative (grade 5) or persuasive/argumentative (grade 8) writing responses. Content standards F and G are defined in Maine’s *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-WRITING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 8  
 District: Winslow Schools  
 School: Winslow Junior High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	102	1	1	36	35	55	54	10	10	833	102	1	35	54	10	833	15231	2	46	45	7	836
<b>Ethnicity</b>																						
African American	0										0						305	1	37	50	12	832
American Indian/Native Alaskan	0										0						102	1	25	58	17	829
Asian/Pacific Islander	1										1						186	2	49	39	10	837
Hispanic	0										0						145	0	37	57	6	834
White	101	1	1	35	35	55	54	10	10	832	101	1	35	54	10	832	14491	2	46	45	7	836
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	11	0	0	1	9	5	45	5	45	820	11	0	9	45	45	820	2282	0	12	58	30	823
No	91	1	1	35	38	50	55	5	5	834	91	1	38	55	5	834	12949	2	52	43	3	838
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						5	0	20	40	40	821
Current LEP beyond first year	1										1						250	0	30	55	15	830
<b>Economically disadvantaged</b>																						
Yes	25	0	0	1	4	18	72	6	24	823	25	0	4	72	24	823	5264	1	33	54	12	832
No	77	1	1	35	45	37	48	4	5	836	77	1	45	48	5	836	9967	3	52	40	5	838
<b>Migrant</b>																						
Yes	0										0						7	0	43	29	29	829
No	102	1	1	36	35	55	54	10	10	833	102	1	35	54	10	833	15224	2	46	45	7	836
<b>Gender</b>																						
Female	54	1	2	25	46	27	50	1	2	837	54	2	46	50	2	837	7476	3	58	37	3	840
Male	48	0	0	11	23	28	58	9	19	827	48	0	23	58	19	827	7753	1	34	53	12	832
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	0										0						796	0	32	58	10	831
No	102	1	1	36	35	55	54	10	10	833	102	1	35	54	10	833	14435	2	46	44	7	836
<b>Gifted/talented program</b>																						
Yes	15	0	0	11	73	4	27	0	0	842	15	0	73	27	0	842	553	10	74	16	0	847
No	87	1	1	25	29	51	59	10	11	831	87	1	29	59	11	831	14678	2	45	46	8	835

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number